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What is the Transfer Opportunity Program?

The Transfer Opportunity Program (TOP) at Umpqua Community College is part of a federal program called TRiO, which helps students overcome class, social, and cultural barriers to higher education.

Since its inception, an estimated 2.2 million students have graduated from college through the special assistance and support of our nation's TRiO Programs. The services we provide through TOP at UCC are an important piece of this overall picture. Our program began Winter Term, 1997 and has helped over 500 students graduate and/or transfer.

The Transfer Opportunity Program staff consists of the TOP Director, the TOP Advisor, the TOP Program Assistant, and 20+ Peer Tutors. We traditionally serve 160 students in any given year. Our focus is on building one-on-one relationships with our students through counseling and personal support, and providing academic and transfer support through appointments, workshops, the Peer Tutor Program, and the Transition to University class. As a Peer Tutor, you are an important part of our program.

“All of us do not have equal talent, but all of us should have an equal opportunity to develop our talents.” ~JFK

Introduction

The TOP Peer Tutor Program is unique on this campus in that our tutors and students develop one-on-one relationships. You may work with the same student(s) throughout a year or longer.

The identification, referral, and listening responsibilities you have as a Peer Tutor are just as important as the subject tutored. You will be expected to pay attention not only to the student's learning, but also any personal issues they are dealing with for referrals to the TOP Advisor or Director.

This booklet has been prepared to define the standards and responsibilities of a TOP Peer Tutor. It is also a training tool.

The small boxes provided throughout this booklet provide questions, examples and anecdotes to help you understand your role. Answering the questions will help you to focus on your goals as a Peer Tutor and help you personalize what you learn through your Peer Tutoring experience.

As a Peer Tutor, you should have a clear idea of what it is to be a successful student, or how you have achieved success. Take a moment to consider the following:

Define a successful student:

What do you consider your greatest strength(s) as a student?

What do you consider your best study strategies?



Successful Student Defined

Students who enter college are beginning a journey that will last a lifetime. How they read the road signs along the way is very important. With each small victory, “Acing a weekly test or getting a good grade on a paper, students climb to the next level of self-confidence. Each small victory is very important to the chain of success. The longer the chain, the more successful the student. The key to this success is found in their study habits. Learning to study more effectively empowers your student and increases their self-confidence.

Small successes build self-esteem. When a student’s self-esteem improves, their academic performance does too, so we can see already how the chain of success becomes a circle: The more self-esteem and self-confidence, the higher the achievement. It is an awesome thing to see your student realize their own ability and claim it as a personal victory.

You are a Peer Tutor because you are a successful learner. The students who seek academic assistance have not yet acquired the skills of a successful learner.

One very important aspect of your job is to help your student acquire these skills. Be especially observant if it seems your student is weak in note taking skills or time management. They might worry excessively over test taking or reading assignments. Share the study strategies that have helped you in the past and use the Practicing College Learning Strategies book to help them develop additional strategies.

The Transfer Opportunity Program also offers a variety of life and study skills workshops throughout the year. Your student will receive a newsletter informing them of the workshops available each month. Check with the TOP desk for a calendar of current workshops and refer students to them, as needed.

How to Be an Academic Success by Lynda Vannice

The successful student...

- ... is not afraid or too embarrassed to ask questions.
- ... is an active learner, not a passive one.
- ... has a well-developed curiosity about all sorts of things.
- ... asks for clarification in order to understand thoroughly.
- ... is not afraid of or depressed by the things he/she doesn't understand.
- ...takes responsibility for the things he/she hasn't mastered yet.
- ... uses mistakes as learning and/or feedback opportunities instead of embarrassing failures.
- ... is realistic about what it takes to learn something.
- ... practices, rehearses, repeats, reviews, revises, thinks it over.
- ... is realistic about what's happening.
- ... gives himself/ herself encouragement to keep going.

The active learner keeps thinking while the instructor is teaching. Learning isn't like sitting in front of the TV. It's not entertainment— it's an activity you have to work at.

You may not be successful all the time, but don't waste time and give away your control of the situation by blaming something or some else.

Do you realize that an error is also a form of information?

Don't just look at your grade and throw your paper or test away. This is the time to analyze. The successful student is constantly on the lookout for learnable moments.

Interpersonal Skills

Tutoring is more than just sharing your academic expertise. It is a relationship between two people. Effective Peer Tutors provide a learning environment that is considerate of their student's needs and comfort. Treat each student with respect, listen with intention and address questions and concerns with interest.

First and foremost, a Peer Tutor is a role model. Your success as a student can be passed on through your good

example. But a Peer Tutor also supports, encourages, helps, guides, listens, and motivates. You will provide a safe learning environment for your student and be your student's cheering section. You will be a resource and a referral person for your student.

Special Peer Tutor Skills

Patience can be developed into a tutoring skill. Asking questions and waiting for the student's response can feel uncomfortable sometimes, but it helps them work through their assigned task. Students learn best through doing. Resist the urge to give answers or "do for" your student.

Listen to what your student is telling you verbally and non-verbally. Keep track of how well they are feeling to help you to know when they're ready to move forward. **Caution:** Good listeners tend to hear about personal issues. Keep strong boundaries and refer your students (or bring them over) to the TOP Advisor or Director if ever personal issues begin to dominate tutoring sessions.

Integrity is important. Be honest and keep your word and appointments; know when to be gentle and when to stand firm (if you don't, consult the TOP Advisor!). Tell your student what they can expect from you and what you expect from them and then live up to your end of the contract.

Study Skills

Study skills are specific methods, procedures, and techniques used in learning. They influence your student's ability to learn and succeed in college. As a carpenter would do, you take the tools out of your own **SUCCESSFUL STUDENT TOOL BOX** and share them with your student. Collectively, these skills empower your student to learn and increase their confidence in learning situations.

Good Studying Behavior

- Have a study plan.
- Study at the same time and in the same place every day.
- Use the college library.
- Participate in study groups and/or seek out a study partner.
- Be a good listener.
- Take good notes.
- Carry a dictionary.
- Use the latest technologies for effective studying.

As a Peer Tutor, you may be called upon to share your experiences and strategies with your student in any of the above areas. (See if you can come up with any more.)

Sharing special approaches to learning my subject with my student.

Communication Skills

Successful Communication Defined

Louis Agassiz, a natural history professor at Harvard University over a hundred years ago assigned a student the task of observing a fish and left him alone. The student, bored with the assigned work, concluded after a short while that he had “seen all there is to see.” To fill his time while waiting for Professor Agassiz to return, he took a pencil and paper and drew the fish. As he drew, he discovered features he had not previously observed. When the professor returned, the student eagerly reported what he had found from observing and drawing the fish. Although Agassiz at first praised his student and remarked, “A pencil is one of the best of eyes,” he later challenged him saying, “You have not looked very carefully! Why you haven’t even seen one of the most

conspicuous features of the animal, which is as plainly before your eyes as the fish itself. Look again, look again.”

This scene between Agassiz and his student repeated itself over and over again. With each new observation by the student, Agassiz offered a compliment, followed by a challenge to “look, look again.”

Rather than telling the student the answer, the professor provided an opportunity for the student to “look again” at his own answer and probe further for more understanding.

Illustration taken from The Tutor’s Guide by Lois J. Zachary.

What does successful communication look like? Communication is successful if the receiver “gets” the message in the way that the sender intends it. In the preceding example, the professor successfully communicated to his student when he understood thoroughly. As a Peer Tutor, you will be called upon to use the tools in your toolbox of communication skills.

50% of everything we say is going to be misunderstood. 90% of the time in conversation, we are dealing with the emotions of the listener.

Active Learning

The professor and his student show us another very important aspect of tutoring. Today, we call this active learning. By asking open-ended questions that require more than a yes or no answer, the student becomes an active participant in their own learning process. Involving the student in other ways like writing on the board or using their calculator to come up with answers for themselves helps to fortify new skills. Put the power to do the work in the hands of your student.

Active learning means allowing your student room to express their own ideas, structuring activities that allow them to use the computer with you as a guide (remember patience), or allowing them to work through the equation on the board.

Always respect your student’s ideas and build their confidence with praise. Asking open-ended questions instead of supplying answers stimulates your student’s interest in the subject

matter and helps them to become an independent learner. Let your student lead you.

Asking questions helps you find out where your student is so you will have a better idea where to begin. (The assignment your student is on may not be the best place to begin.) Become familiar with their needs and concerns. Offer support and information without giving actual advice. This support may be a simple gesture of approval. Listen to concerns and provide different points of view. Your student will make wiser decisions when he can see more options.

The Process of Communication

Communication means expressing thoughts and ideas effectively. When speaking with your student on an academic issue that they are unsure of to begin with, use short sentences, remembering to finish each idea before going any further. Speak slowly and clearly.

Avoid such words as: it, that, this, and those. Instead of saying, "Write it out as far as you can." Say, "Write the problem out as far as you can." Begin to notice just how many times you actually use these words without being aware of it.

You are communicating clearly if the following are true:

- Your student is responding warmly and attentively during your session: their eyebrows are raised, their eyes are rounded, and they lean forward while you're talking.
- They are maintaining eye contact.
- They are following your directions more accurately.
- They are asking you fewer questions for clarification.
- They appear relaxed: smiling, shoulders down, hands relaxed.

To really connect with a newly assigned student, talk about what interests people most. In order of importance:

- Themselves
- Their opinion
- Other people
- Things (car, clothes, etc)
- You (Yes, you're last on the list.)

Effective Communication

- Build an atmosphere that promotes the exchange of ideas.
- Be supportive and accepting.
- Practice active listening.
- Accept different points of view.
- Agree to disagree when necessary.
- Maintain eye contact.
- Make your communication positive.
- Be clear and specific.
- Be open and honest about your feelings.
- Be alert to nonverbal clues. These may convey more powerful messages than any words spoken.
- Be yourself.

Listening

- Listening *is not* waiting for your turn to talk.
- Listening is a skill.
- Listening is communication.
- Listening shows interest.
- Listening shows respect.
- The attention span of a normal adult is 80 seconds.
- Listening is active.
- Listening is becoming involved.
- Listening is feeling empathy.
- Listening is gaining information.
- Listening is concern.

Impact of Conversation

Words	7%
Tone	38%
Body Language	55%

On The Phone

Words	17%
Tone	83%

Effective Listening

Listening is an active process that involves asking questions when you don't understand, reading both verbal and non-verbal messages, letting others speak without interrupting, and making an effort to put yourself "in the other person's shoes." It is a

conscious decision on your part to care about what your student is saying. It is giving your student a sense of being heard.

Empathetic Listening

Empathy involves listening to your student, understanding him, and communicating this understanding back to him. This process conveys respect and a genuineness that will create a healthy working relationship.

Open-Ended Questions

Open-ended questions are wonderful tools that promote creative thought, problem-solving skills, and cognitive growth. Use open-ended questions, such as those below, often.

What do you think about ...?

How could we fix it?

What's your opinion?

What would happen if ...?

What is this like?

What is we added this?

Why do you think this happened?

How do you think this works?

What could you do about it?

I wonder if there's another way?

Just suppose that...then what?

What else can we use this for?

Is there another way to do this?

What if we take this away?

Nonverbal Cues

Not all communication is verbal. Some experts say that as little as 7 % of the meaning in an interaction is conveyed verbally. The other 93% is body language, facial expression, and voice tone.

Non-Verbal Signals of Confusion

- Avoiding eye contact
- Tilting his head
- Squinting his eyes
- Closing his mouth
- Lowering his eyebrows
- Crossing his arms and/or legs
- Turning away from you

- A student may smile or laugh when disappointed or embarrassed, or it could mean he's trying to cover his feelings.

Body Language

Mary and I were at the park when a mother and her two children came. I could tell almost immediately that the older child was blind. He sat down in the sand and started playing. Mary went up to him, picked up his sand pails and asked him if she could play. While playing, Mary never recognized that he was blind. She would talk with him and never noticed that he did not "look" at her. She would say "look at..." and did not notice that he was feeling it instead of looking at it. At one point, after about 10 minutes, she moved to another spot in the sand and asked him to come over. He made his way over to where she was, thanks to her non-stop talking, and she did not notice his arms being out and that he did not walk directly to her. His brother and she were playing on the adaptive swing and he felt his way over to where they were and started pushing her by holding the chains instead of pushing with his hands from behind. While he was pushing her she stood up in the chair. He did not react to her standing up. She did not notice the way he walked over to them, that he was not pushing the swing like other children push it and that he did not see that she was standing up in the swing.

After about 30 minutes of playing with him and his brother, she wanted them to go to the swings across the park. She started to run over to them. I stopped her and suggested that she offer to hold his hand. When she asked why I told her that he couldn't see well. She asked me "How do you know?" I told her that his mother told me and his mother said that he didn't make eye contact. His mother's statement hit me like a bag of bricks. It was then that I fully understood that she is almost completely unable to read body language.

Unlike Mary, the students you are Tutoring will be reading your body language.

First Impressions

When meeting for the first time, you have 10 to 20 seconds to make a good first impression. Posture, an eye shift, smile, or frown, can actually override what is being said. Being aware of this can give you the edge when you are communicating with your student. Sit attentively, leaning slightly forward in your chair and make eye contact often. Eye contact is a compliment to the listener and helps to build trust. Keep arms, legs, and feet relaxed and uncrossed. Also, if you're wearing a jacket, open it up. It relays the message . . . I am open and honest with you.

Hidden hands, like having your hands under the table when you're Tutoring conveys an untrustworthy message. Keeping your hands on the table, leaning forward just a bit, and making eye contact while you talk will send a positive message to your student.

Establishing Rapport

You can establish rapport with your student by remembering something personal he has shared with you and by focusing on his strengths and potentials rather than limitations.

Inappropriate Listening Habits

- **Interruptions:** Interrupting your student before he is allowed to finish his thought, shows a lack of respect on your part. It is also showing that you are jumping to a conclusion of your own, leaving ample room for misinterpretation. Respect him also by focusing on what he is saying, not concentrating on preparing your reply. Listen, then prepare your reply.
- **Criticism (Prejudice):** Don't let preconceived ideas or prejudices you may feel toward your student get in your way. He deserves your best. Listen to him honestly without any preconceived ideas. Tuning him out because his ideas or beliefs are different from yours is unacceptable in a good Tutoring relationship.
- **Daydreaming/Lack of Focus/Preoccupation:** Suggest a spot to study where environmental events will not distract both you and your student and put aside thoughts of your own test tomorrow. Be focused on your student and his needs.

- **Emotion:** Don't allow emotion to impact your ability to listen. Anger will only block your path to clear thinking and you lose track of what is being said. By focusing on facts, you will be alerted to the emotional elements.

First Contact

When you are paired with a student, you will receive an e-mail telling you who you are to meet and where. The first "where" is always in the TOP Center. Before you leave, you must get your LEARNING CONTRACT (Assignment Sheet) with the number of approved hours and contact information from the TOP Peer Tutoring Assistant. Both you and your student must sign it. Check to make sure your information is correct and have your student do the same. Before you return it to the TOP Peer tutoring Assistant, review everything on the contract verbally with your student. "This is when, where we meet, and if you can't make it, **call**" information is exchanged. Emphasize leaving a note on the **MESSAGE BOARD** if there's no other way to get in touch with you. Next, is the, "I expect from you" and "you can expect from me" part. Discuss these responsibilities. During the first session exchange knowledge of and assumptions about what this relationship means to each of you. This is a good time to **agree with your student that during your time together you will give him/her your full attention.**

After you have gone over the contract with your student and have both signed it, return it to the TOP Advisor who will make copies for both you and your student. Make sure you leave with your copies. This is now a binding contract. Many students don't realize the importance of this contract. Suggest that they keep it in their notebook or someplace where they will always know where to find it. It has all the important phone numbers and e-mail addresses on it.

Your first session probably won't entail any real academic tutoring. There will be introductions and a time to get to know one another a little. This is a good time to share likes and dislikes, not only on the academic scene, but in your personal life as well.

Sharing personal information with your student will help them feel comfortable with you; however, there is no need to share more than you are comfortable with.

Let your student lead you. Don't try to control the tutoring session. Expand on his/her ideas. Don't show short-cuts that the instructor isn't using; instead, reinforce what your student is learning in class.

This first session need not be a full hour long. If it feels awkward, you may choose to end it early. If you agree on an alternative location besides the TOP Center for tutoring sessions, be sure to note it on your contract. You must choose an alternative location for those times when the TOP Center is not available for tutoring sessions.

When first getting to know your student, think about asking about the following: If he is a first year student, does he know where to find the different departments and services that he may need? Is he making the transition to college successfully? Does he feel confident enough to go to his instructor if necessary?

Deciding Where To Meet

You have the freedom to meet in any public place on campus except the ESB Tutoring Lab. It is between you and your student to set up your meeting place. For most subjects the library, the student lounge, or the cafeteria work well. Set something up and **be consistent**. Meet at the same place all the time and keep the TOP Center informed of your location, if it should change. (Be thinking of the resources available when you agree on a meeting place.) **Reminder:** Off-campus Tutoring is not allowed.

Protocol

If you decide on the library, or some other congested area, sooner or later one of your friends will bump into you while you are tutoring. Introduce your student as "your friend," not as "a student I'm tutoring," unless you know he doesn't mind. (Some students are extremely sensitive about needing help.)

Remember always to be a role model, conforming to the guidelines outlined in this handbook. Adhere strictly to the contract and **conform to the methods used by the student's instructor.**



A Time Change

During the first session, remember to ask if the time is convenient. Anything can happen to change the student's time availability, or yours. Make sure the time will work. If for some reason, the time that has been set up needs to be changed, be sure to inform the TOP Advisor of that change.

Seating

Position yourself with your student in an arrangement that is most comfortable for both of you. Usually sitting next to him/her works well. Notice body language and comfort zones. Sitting close sends a message of trust and tells your student, "I am interested in what you have to say." *Some students may want a little more space. Pay attention to their cues and sit appropriately.*

No Shows

You must inform the TOP Advisor each time your student does not show for your session. The student will receive a postcard reminding them of the cancellation policy after the 2nd NO-SHOW. After three NO-SHOWs (without prior notification of cancellation) tutoring services will be terminated for that student for the remainder of the term. Please emphasize this when talking with your student/s. Also, after three cancelled sessions by the student, an evaluation will be made to see if the student is benefitting from Peer Tutoring.

If your student doesn't show for a session, wait for 15 minutes THEN IMMEDIATELY check the Peer Tutoring Message Board in the TOP Center; if no message, contact the student via e-mail and/or phone from the TOP Center. If they still don't show, you are free to leave. You may claim 30 minutes tutoring time. Another option is to offer drop-in tutoring during the remainder of your

scheduled session; in this case, you would be paid for the full time. Be sure to include the no-show in your TutorTrac note.

You are required to answer emails sent from the TOP Advisor to your UCC e-mail account. This means acknowledging matches sent by email. Also, keep the TOP Advisor apprised of your student's progress and acknowledgment that the student did meet with you and signed a contract.

Learning Disabilities

Often a learning disability can go undetected. Knowledge and technology in this area have come a long way in recent times. It isn't unusual for a returning student to have a learning disability that has gone undetected all his life. UCC has in place a special program to help students with special needs. If you feel your student could benefit from this kind of program, question him/her about prior academic experiences. In many cases, the Peer Tutor becomes the nearest link to the student's support system. Listed below are "red flags" to look for when you are with your student. You can talk this matter over with your student; also, you can share your suspicions with any of the TOP staff. Any student can talk to **Barbara Stoner**, the Disability Services Coordinator at UCC. Her office is open on a drop-in basis to the students. Her office is located in the Counseling Center in the Campus Center Building. If you feel a need to speak with her, the same applies.

Signs of a Possible Learning Disability

Problem solving - When your student does great in the Tutoring sessions, but bombs the tests. It could be just a matter of a personal learning style.

Getting information turned around - If this seems to be a problem, ask your student to tell you what you just said. (Each time an important concept is discussed, ask him to repeat it back to you.)

Dyslexia - Inability to read printed material. This may show up as reversing or inverting letters and numbers.

Dyscalculia - Having to do with numbers. Not being able to see the relationships between mathematical concepts.

Dysgraphia - Inability to transfer information from brain to paper.

Poor Memory - If your student has a hard time remembering, it may be caused by a chemical imbalance, medication, or it could be nothing more than stress.

*For any of the above problems, look for **frequency** more than **severity**.*

Recommended Strategies

For Students who have difficulty with coping skills, some of the following suggestions may help.

- They can Read aloud, or “silently aloud” while they’re studying. Hearing what is being said may help their comprehension and ability to remember what they have just read. It might also make more sense to them when they can actually hear themselves reading, either aloud, or with their “mind’s voice.”
- By the same token, when editing and revising writing assignments and other papers, it may help them to read aloud what they has written. They may be more apt to recognize errors.
- They can Verbalize (talk) quietly while doing Math, as well, then double-check to make sure they have written down all numerals and variables correctly.
- For taking notes and organizing information, or writing a paper, they should try using tools such as concept maps, visual organizers and flow charts. Hopefully, information can be taken in processed, organized, and remembered much more easily. They may also want to depict math processes or steps in completing a task in flow-chart style, complete with arrows.
- Before tackling a reading selection, they should look it over and notice headings, diagrams, etc. so that they will have an idea what the selection will be about.
- During a multiple choice test, they should glance over the questions at the end of the passages, so that as they are reading, they might possibly recognize something familiar in the text and their attention will be drawn to that key information.
- Using self-talk and “Be Here Now” strategies while reading is also suggested. When their minds wander, they can notice that

they're not paying attention. They should then gently bring themselves back and continue concentrating on what they're doing.

- Have them keep a daily learning journal in which they briefly record (in English and/or Mathese) what they learned or worked on that day in Math class. Review it often, and it will help link together the concepts they are learning.
- For math tests, suggest to your student that they try to simulate what they were doing while they were doing homework that they do understand. Have them try to visualize their instructor explaining the concept or process
- Have them divide scratch paper into fourths, doing a problem on one piece, then have them get a new piece of paper. This seems to lessen confusion somehow.
- Have them try using graph paper for math problems. The lines often help keep things neat and lined up.
- Have them sign up for the Test Taking strategies mini-class. Some time is spent on Math Test taking. The other mini-classes would also be beneficial, particularly Note Taking, Critical Thinking, and Learning Styles/Memory Strategies.
- Have them try recording their classes so that they can listen to the tapes later. This way, they can supplement their notes by listening to the tape and clarify what they wrote.

Suggestions courtesy of Barbara Stoner

Knowing When To Refer Your Student

If you think your student may have additional needs beyond tutoring and be sure to note it your weekly update e-mail to the TOP Tutoring Program Assistant (please report any immediate concerns that come up in conversation to a TOP Staff member and include information in your weekly e-mail status report). You may refer them to the TOP Advisor, if you feel they have learning disability. Remember this may be a sensitive subject, so use caution and tact.

TOP is equipped to handle most personal and financial problems that students might have. When your student talks about matters that you feel need more help than a listening ear, talk to them about bringing their problem to the attention of the TOP staff. If you feel it's warranted, come with them to the TOP desk and help them set up an appointment with the TOP Advisor or Director. It is important to respect their confidentiality, but if it is life-threatening, bring the matter to the TOP Advisor, and/or Director immediately.

Anxiety Busters

- Get 8 hours of sleep each night
- Balance your nutrition: eat regular meals and healthy snacks
- Get organized early and stay on top of assignments during the term
- Use positive self talk
- Look your best and feel your best: dress up for exams When the anxiety creeps up, practice deep breathing
- Walk for 10 minutes before an exam

Time management and study skills are directly related to anxiety.

Warning signs that may indicate a problem:

- Your student displays behavior that may indicate anxiety or depression (changes in mood, sleeping and eating habits).
- Appears to be experiencing motivational difficulties or does not have good self-management skills.
- Appears to have attitudes which severely limit his ability to achieve success in his academic program like hostility, defiance, passivity, apathy, etc.
- Exhibits a marked change in his behavior pattern. For example: A good student suddenly begins to do poorly, a generally happy student suddenly seems unhappy, etc.
- Shows distress over a life change (e.g. the loss of a loved one or the loss of a job).

Confidentiality

During the course of your employment for TOP as a Peer Tutor, you will have access to confidential and educational information concerning TOP students. This information is for the use of fulfilling your job responsibilities only and is not to be disclosed to any unauthorized individual without written consent from the TOP student. Confidentiality fosters trust and trust is the foundation in building a healthy Tutoring relationship.

Harassment Policy

If you feel you are being harassed by your student either sexually or any other verbal or physical way, (this means anything that makes you feel uncomfortable) bring your feelings to the attention of the TOP Advisor immediately. If for any reason you feel your tutoring ability is being compromised, the student can and should be placed with another tutor.

Boundaries

In your role as a Peer Tutor, there are times when your student will confide in you. You are not responsible or qualified to counsel your student. It is your responsibility to listen and bring any concerns to the attention of the TOP Advisor in your weekly progress report e-mail for documentation.

- Encourage your student to seek TOP counseling.
- Go with your student to see any TOP staff member to set up an appointment for counseling.
- Bring your concern to the attention of the TOP staff.

Limitations of Confidentiality

If your student indicates that there is clear and imminent danger to himself or to other people, this falls outside the parameter of confidentiality and must be brought to the attention of a TOP staff member immediately. Imminent danger means threat of suicide, threats of bodily harm to self or others, i.e. . child abuse or neglect.

Ethically and legally, those issues need to be handled by the TOP Advisor and/or Director.

General Information

Time cannot be managed, but you can learn to manage yourself.

Managing Your Own Time

Committing yourself to the Peer Tutoring Program is a big step in your educational experience. The most courageous of learning experiences is to teach someone else; however, the TOP Advisor will never assign you more students than you can successfully

tutor. If you feel you have more students than you can handle, please speak up. For instance, some Peer Tutors only see one or two student by choice. The TOP Advisor will look at your schedule and assign only students whose time availability matches yours, and most cases will assign no more than three students at any given time. It is your responsibility to manage your time well. Keeping your own grades up is most important. It is important that you treat your Tutoring sessions like any other real job, by prioritizing other things.

Helpful Hints

On Time Management

Successful students have learned to manage their time well. There are two ways to make extra time in a busy schedule.

- By doing the same task in less time.
- By making use of wasted time.

Hints: Manage time better by using a daily planner, wearing a watch, and carrying work that can be done on the go (like reading and flash cards).

On Scheduling

Students sometimes feel their life is being controlled by outside sources; hours in class, pressures at home, on the job, etc. Wasting time is often nothing more than rebellion against outside pressures. *One of the best ways of gaining control is to schedule your time.*

As the creator of your own schedule, **you** are setting the priorities. A schedule will help you fight procrastination and help you plan the time you need for the fun things—put them in your schedule, too! A well managed schedule means you're ready for tomorrow's test. It cuts the stress level better than anything else.

Study before a class in which discussion is required. Study immediately after lecture classes.

Note: Studying the same subject at the same time, in the same place, programs you mind to concentrate on that subject, and you complete your studying more quickly and more efficiently.

On Goal Setting

As a student, a clear picture of your goal here at UCC will help you to focus on the “important things.” If your goal is important to you, it is easier to spend those hours studying. When you begin to see the results of your studying, it’s easier to focus. (80% of unfocused studying effort generates only 20% of results.)

Concentrate on results.

Motivation

Amy had a traumatic life experience. One of her teachers helped her deal with her feelings and became a super role model for her. Now, Amy works hard to get good grades so she can become a teacher.

As a Peer Tutor, you can become a super role model for your student, just by listening to him and encouraging him. If your student isn’t sure about how college fits in with his personal, academic, social, and occupational goals; is easily distracted when listening; procrastinates when homework needs to be done; misses class quite a bit; and finds it difficult to participate in class discussions, he may be in need of some motivational building blocks.

Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit. –Aristotle

You may notice that the tutee easily blames others for his own short comings. It was the teacher’s fault or the test was too difficult. Accepting responsibility for not studying enough is the first step to success for some students. When you know your student isn’t reading the assigned text, it is up to you to encourage him in this area. Ask him to explain concepts contained in this material and encourage him to look through his text for responses. This helps him to become familiar with the material. Praise works wonders toward building motivation. When the student believes that he can master the material, his chances of succeeding are

greatly increased. It helps if you can stimulate his interest also. If he is interested and can find some value in this class, he will be more willing to work on his goals. Encourage your student to be internally motivated. This means that he must believe that he holds the key to his own success and that by working hard, he will succeed.

Diversity

Diversity, as it pertains to Peer Tutoring means that you will accept your student as an individual worthy of your undivided attention and have a genuine concern for his success, regardless of gender, color, ethnicity, or beliefs; however, it is not limited to these. It encompasses any prejudice in all walks of life, including color of eyes and whether or not a person wears glasses. Being overweight is a major obstacle for many students.

When a Peer Tutor is assigned a student, all prejudices are to be put aside and attention focused on that student's needs in our program.

Cultural Customs

The use of eye contact has already been discussed in conjunction with body language, however, as a Tutor, you need to be sensitive to cultural differences. If your student avoids eye contact with you, it may not be from boredom or a lack of interest. It could simply mean a show of respect. Also, be aware of touching preferences. Handshakes and other means of touching may vary from culture to culture. It's always best to be cautious until you get to know your student.

Matches That Don't Work

If you, for any reason, feel uneasy about the student you are tutoring, please inform the TOP Advisor. Missed matches not only affect your ability to Tutor, they also affect the student's ability to learn in a positive environment.

Note: The TOP Advisor tries diligently to match personalities as well as time availability, but the "perfect match" can't always be guaranteed.

Endings

A successful tutoring experience needs a successful ending. Recognizing the growth your student has achieved reaffirms your respect for him and tells him you have confidence that his academic experience can only be more positive because of this growth. Help him celebrate his newly acquired skills.

Other Jobs On Campus

Students cannot work over 17 hours total on the UCC Campus. This includes tutoring in the ESB Lab and Tutoring for TOP (or any other on-campus job). If you have another job on campus, you must inform the TOP Advisor. **This does not include work study.**

Guideline for Peer Tutor Pay Raises

- Performance appraisal (misses few sessions with student, on time for sessions, is supportive with students, answers email promptly.)
- Student evaluations
- Experience (at least two terms as Peer Tutor for TOP and 35 hours tutoring).
- Still an active Peer Tutor.
- **Completes initial training and entire sequence of tutor training (Fall, Winter, and Spring Terms). This training is paid at the same rate as peer tutoring.**

Limitations on Who You Can Tutor

You cannot be matched with a relative or someone with whom you are currently emotionally involved.

Evaluations

At the end of every term, you will be asked to fill out a term progress report for each of your students. Your student/s will also be evaluating your performance as a Peer Tutor. Their evaluation of you is very important.

Peer Tutor Evaluation Report

At the end of Spring Term each year, the TOP Advisor will evaluate your performance as a Peer Tutor. This report is compiled from your students' evaluations, performance appraisal by the TOP Advisor, and time and service to the Peer Tutoring program.

You will be asked to discuss this report with the TOP Advisor and sign it. You are entitled to a copy and the original becomes a part of your permanent record. Many of the statements on this report are directly related to questions future employers might ask.

Keeping Track Of Your Time

To keep track of your approved time, use TutorTrac and record your sessions according to name and the amount of time you spent with each student.

Sign into TutorTrac at the beginning of each session, and sign out at the end.

Consult your Learning Contract to see how many hours your student is approved for each week. If you feel s/he requires more time, ask the TOP Advisor for approval in writing (email is fine) before you add additional hours. Unauthorized hours will not be paid. All sessions must be conducted on the Umpqua Community College campus unless authorized by the TOP Advisor and any hours outside of normal school hours and days must be cleared.

Check Ins

You are required to check in with the TOP Advisor once a week to report student progress and attendance and any irregularities. This information is to be included in a weekly e-mail (for documentation purposes). This is especially important for first meetings with "tutees."

Turning In Your Time

Each pay period is a two week cycle. Paydays are the 15th and the last working day of the month. You will receive a calendar indicating the dates that time sheets and student progress reports are due. You may also receive a reminder notice from the TOP Tutoring Program Assistant indicating that time sheets and student progress reports are due. Keep track of your approved time in your daily planner and bring it to the TOP Advisor's office along with your TutorTrac Hours Report. You will be given an official Time Sheet to fill out. When the Program Assistant is not available, time can be turned in to the TOP Program Assistant.

For the last day of the pay period, if you need to turn your time in the day before, adjust forward. That means, add it to the next month's time.

The TutorTrac Hours Report and your Time Sheet are to be turned at the indicated times. Time sheets must be turned in by NOON. Non-compliance with this policy will mean you won't get paid until the following pay period. (It is essential that you check your email daily. You will be emailed a couple of days before the deadline date as a reminder.)

If for any reason, you cannot comply with the deadline, contact the TOP Tutor Program Assistant. Arrangements can be made to turn your time in early.

If you have hours to report for June 15 through June 30, they are due by July 1. (No exceptions)

Group Tutoring

When there are a number of students requesting a tutor for the same class, TOP arranges a study group. Tutors are paid an additional hour for prep time per week for any such groups.

Payday

Payday is on the 15th and last working day of each month. Your paycheck will be in at the Business Office until 2:00 pm, at which time it will be mailed.

Training

Each term, there is a three-hour training session for Peer Tutors. These sessions will be filled with a great deal of information. This is an excellent time to get to know your fellow Peer Tutors. You are required to complete all three sessions to be eligible for a pay raise. You will be notified of training options by email.

These training sessions are paid time for you. You can claim your current tutoring rate.



